

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Desert Trails Preparatory Academy

CDS Code: 36 10363 6111918

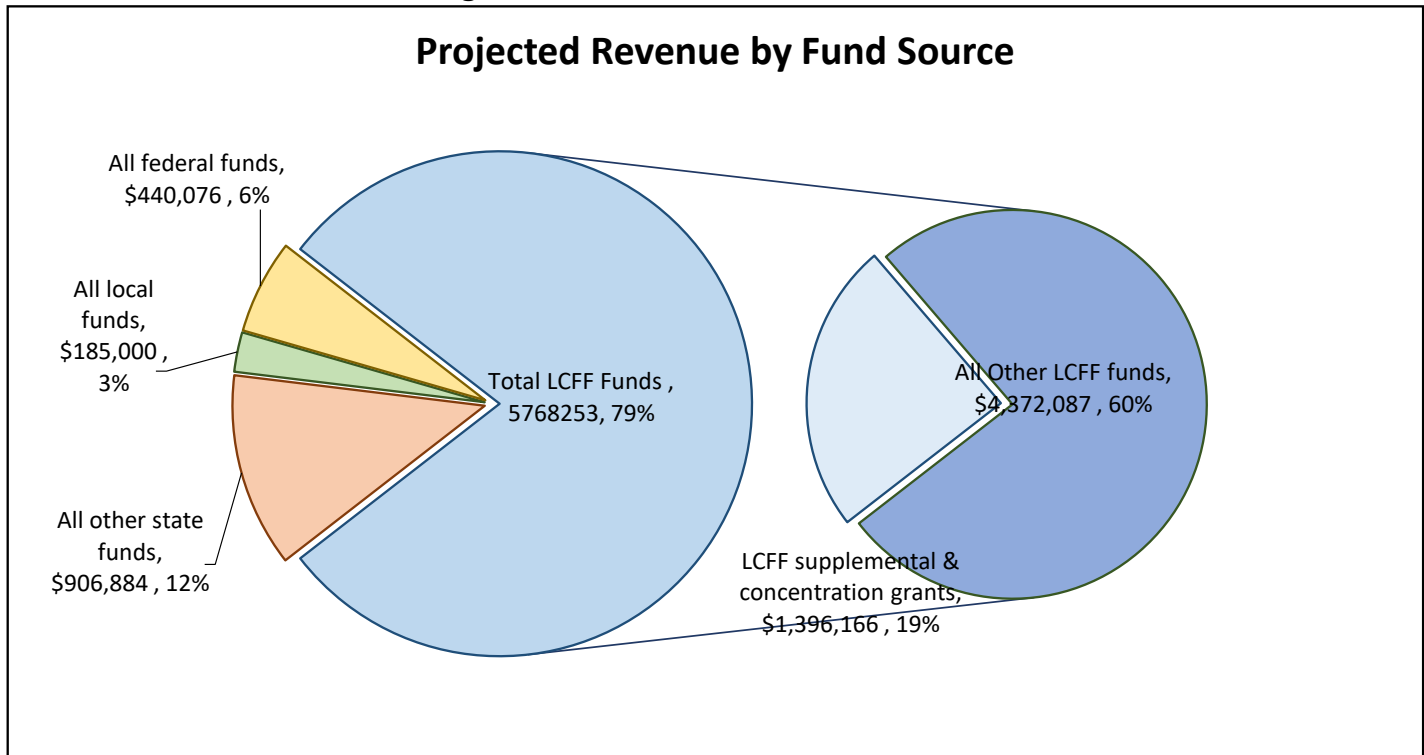
School Year: 2025-26

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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

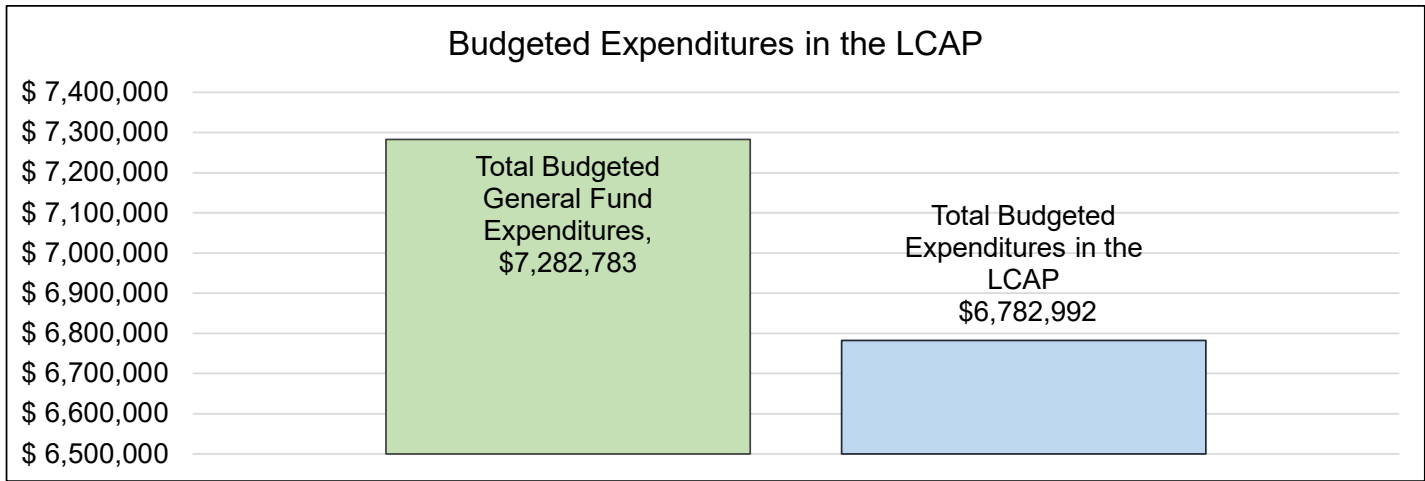


This chart shows the total general purpose revenue Desert Trails Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Desert Trails Preparatory Academy is \$7,300,213.00, of which \$5,768,253.00 is Local Control Funding Formula (LCFF), \$906,884.00 is other state funds, \$185,000.00 is local funds, and \$440,076.00 is federal funds. Of the \$5,768,253.00 in LCFF Funds, \$1,396,166.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Desert Trails Preparatory Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

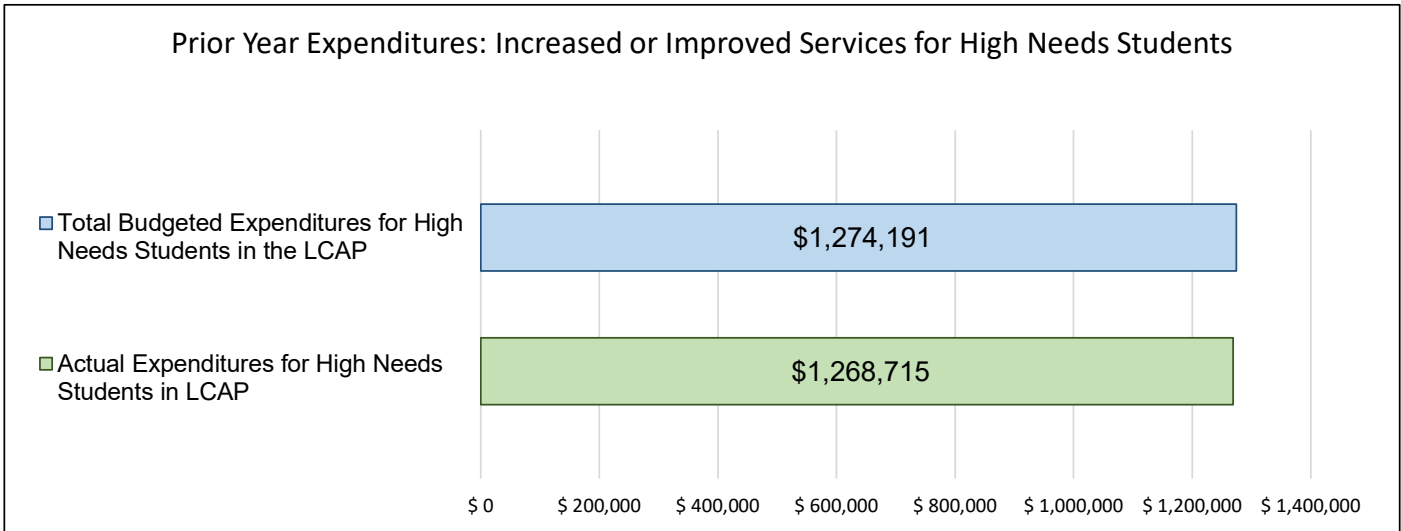
The text description of the above chart is as follows: Desert Trails Preparatory Academy plans to spend \$7,282,783.40 for the 2025-26 school year. Of that amount, \$6,782,991.72 is tied to actions/services in the LCAP and \$499,791.68 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Desert Trails Preparatory Academy is projecting it will receive \$1,396,166.00 based on the enrollment of foster youth, English learner, and low-income students. Desert Trails Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Desert Trails Preparatory Academy plans to spend \$1,848,857.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Desert Trails Preparatory Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Desert Trails Preparatory Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Desert Trails Preparatory Academy's LCAP budgeted \$1,274,191.00 for planned actions to increase or improve services for high needs students. Desert Trails Preparatory Academy actually spent \$1,268,715.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$5,476.00 had the following impact on Desert Trails Preparatory Academy's ability to increase or improve services for high needs students:

LCAP Mid-Year Update

LEA: Desert Trails Preparatory Academy

LCAP Goal 1: Provide access to high-quality curriculum and classroom instruction that promotes academic success with interventions in place to eliminate barriers to scholar success.			
Metric #	Metric	Baseline	Mid-Year Outcome Data
M1.1	Alignment Percentage	100% alignment	100% alignment
M1.2	<p>SBAC Original: Distance from Standard (DFS) Updated: CAASPP Testing Data (Exceed, Met, Nearly Met, Not Met) Walkthroughs logs tracking implementation of Interventions (LREBG)</p>	<p>Updated: <u>2023-24 SBAC ELA</u> Economically Disadvantaged Standard Exceeded: 11.89% Standard Met: 29.73% Standard Nearly Met: 29.73% Standard Not Met: 28.65% English Learners Standard Exceeded: 0% Standard Met: 28.38% Standard Nearly Met: 29.73% Standard Not Met: 41.89% Foster Youth- Data Unavailable</p> <p><u>2023-24 Math SBAC</u> Economically Disadvantaged Standard Exceeded: 10.33% Standard Met: 15.22% Standard Nearly Met: 31.52% Standard Not Met: 42.93% English Learners Standard Exceeded: 2.74% Standard Met: 8.22% Standard Nearly Met: 34.25% Standard Not Met: 54.79% Foster Youth- Data Unavailable</p>	<p>2023-24 SBAC ELA <u>All scholars- ELA</u> 35.30% met or exceeded standards <u>Unduplicated scholars-ELA</u> Economically Disadvantaged Standard Exceeded: 10.37% Standard Met: 25.19% Standard Nearly Met: 28.15% Standard Not Met: 36.30% English Learners Standard Exceeded: 1.72% Standard Met: 8.62% Standard Nearly Met: 32.76% Standard Not Met: 56.90% Foster Youth Data Unavailable</p> <p><u>All scholars- Math</u> 39.41% met or exceeded standards <u>Unduplicated scholars-Math</u> Economically Disadvantaged Standard Exceeded: 12.59% Standard Met: 27.41% Standard Nearly Met: 28.67% Standard Not Met: 33.33% English Learners Standard Exceeded: 1.72% Standard Met: 20.69% Standard Nearly Met: 34.48% Standard Not Met: 43.10% Foster Youth Data Unavailable</p>
M1.2 (Continued)		<p><u>Interventions Observed through Walkthroughs</u> K-2 Focus - Morning Meetings / Community Circles (SEL) -Phonemic Awareness (e.g., SAXON) -Guided Reading Groups -Reading Fluency: Repeated Readings -Letter/Sound -Recognition Centers -Sentence Frame -Writing Practice -i-Ready Reading and Math Lessons -Math Fact Fluency Practice (flashcards) -Manipulatives for Conceptual -Understanding (e.g., blocks, counters) Grades 3-6 Focus -Morning Meetings / Community Circles (SEL) -Sentence Frames and Starters to -Support Speaking & Writing -Close Reading Strategies (Annotating, Text-Dependent Questions) -Repeated Reading for Fluency -Vocabulary Building through Explicit Instruction & Word Walls -Comprehension Strategies (e.g., summarizing, questioning, predicting) -Graphic Organizers for Writing -Targeted Math -Fact Fluency Practice -Visual Representations & Graphic Organizers -Manipulatives for Conceptual Understanding (e.g., base-ten blocks, counters) -Small Group Peer Tutoring or Partner Reading -i-Ready Reading and Math Lessons</p>	<p><u>Interventions Observed through Walkthroughs</u> K-2 Teachers are consistently implementing foundational literacy, math, and SEL interventions. Morning Meetings are supporting SEL routines, and phonemic awareness lessons (SAXON) are strengthening early reading skills. Guided reading groups and repeated readings are improving fluency and comprehension. Scholars are engaging in letter/sound centers, sentence-frame writing, and i-Ready lessons with regular monitoring. Math fact practice and manipulatives are helping build conceptual understanding. EL workbooks are being used to reinforce vocabulary and writing skills.</p> <p>Grades 3-6 Upper-grade teachers are implementing structured academic supports across reading, writing, math, and SEL. Morning Meetings continue to support community and regulation. Sentence frames, close reading strategies, and repeated readings are strengthening writing, text analysis, and fluency. Vocabulary instruction and comprehension strategies are improving academic language and understanding of complex texts. Graphic organizers support structured writing and problem solving. Math fluency practice and visual models deepen conceptual understanding. Small-group peer support is regularly used. Scholars are completing i-Ready pathways, and EL workbooks reinforce language development.</p>
M1.3	Credentialing Percentage	100% alignment with CTC	100% alignment with CTC

M1.4	Enrichment Activities Rosters	Provide systematic extracurricular activities (i.e. art, basketball, and readers theater) each semester. Family and parent workshops and engagement sessions (e.g. phonics workshops for parents).	We provided six weeks of enrichment activities during the first semester, held every Thursday. At the start of the year, we also hosted a phonics workshop for Kindergarten parents. "Donuts with the Directors" ake place on the second Wednesday of every month. Additionally, we successfully hosted Scholastic Book Fair in October and the Harvest Festival in November. In December we will have each grade level participated in a Reading Fun Night for parents, scholars, and teachers and have a Holiday shop in which scholars have a chance to shop christmas gifts.
M1.5	Professional Development Training	Provide research based strategies aligned to CCSS.	Staff have participated in professional development sessions, including i-Ready, and English Language Learner trainings, which provided strategies aligned to the CCSS. Additionally, teachers received professional development at the start of the school year covering curriculum, instructional strategies, RTI procedures, and school safety.
M1.6	Teacher Induction Mentors	Collaborate with CTI to assist mentors and newly credentialed teachers.	Currently, there are no teachers participating in induction.

Action #	Action Title	Action Description	Contributing (Y or N)	Implementation Level	Current Implementation Description	Mid-Year Expenditures
1.1	ELA, Math, Science, and History CCSS-Aligned Curriculum	LEA-wide: The administration will continue to ensure scholars have access to curriculum and instructional materials that are aligned to CCSS, thereby addressing the academic needs of all learners by conducting classroom inventories three times yearly as measured by M1.1.	No	Fully Implemented	Curriculum alignment is fully implemented, supported by teachers conducting classroom inventories twice a year. The beginning-of-year inventory has already been completed.	\$166,511
1.2	Scholar Support Services	LREBG Action LEA-wide: Administration and teachers will continue implementing multiple intervention methods in order to support all scholars, including Unduplicated scholars, that promote academic success as measured by M1.2. LREBG Funds supporting this action: \$249,368.81 per year through 2026-27 and \$184,644.25 in school year 2027-28 ***2025-26 LREBG Funding will be used to support this action	Yes	Partially Implemented	Scholar support services are fully implemented, with scaffolding provided for scholars in need and instructional aides offering additional support, particularly to assist unduplicated scholars.	\$573,645
1.3	Teacher Assignment	LEA-wide: Human resources will continue to monitor records to ensure that all teachers hold valid teaching credentials and that the teaching staff is providing quality instruction to all learners, as measured by M1.3.	No	Fully Implemented	All teachers hold a valid teaching credential issued by the California Commission on Teacher Credentialing (CTC), ensuring that all scholars receive high-quality instruction. Human Resources regularly reviews credential records and notifies staff when renewals are required.	\$6,884
1.4	Enrichment	LEA-wide: Administration and teachers will continue providing access to a broad range of courses and enrichment opportunities to support all scholars, including unduplicated scholars, with academic and SEL needs in an academically supportive extracurricular environment as measured by M1.4.	No	Partially Implemented	During the first semester, we offered a variety of enrichment activities, and families participated in school-wide events such as the Harvest Festival, Kinder Workshops, and Reading Fun Nights. In the second semester, we will continue these enrichment opportunities and add additional parent workshops to further engage families in their scholars' learning. Administration and teachers will maintain access to a broad range of courses and enrichment programs, supporting all scholars including unduplicated scholars by addressing both academic and social-emotional learning needs within extracurricular activities.	\$60,372
1.5	Professional Development	LEA-wide: Administration will continue providing professional development opportunities to teachers to learn new research-based instructional strategies that align with CCSS as measured by M1.5.	No	Partially Implemented	Administrators continue to provide professional development opportunities for teachers and support staff, offering strategies that align with the CCSS.	\$1,303
1.6	Teacher Induction Program	LEA-wide: The Administration will continue collaborating with the Center of Teacher Innovation to offer teachers holding a preliminary credential the opportunity to participate in the induction program, thereby clearing their credentials and improving their craft of teaching as measured by M1.6.	No	Not Implementing	Currently, there aren't any teachers in the induction program at Desert Trails Prep.	\$0

LCAP Mid-Year Update

LEA: Desert Trails Preparatory Academy

LCAP Goal 2: Utilize ongoing assessment and data analysis to track scholars' progress toward academic proficiency.			
Metric #	Metric	Baseline	Mid-Year Outcome Data
M2.1	Equipment Maintenance Logs	Scholar Chromebooks and other electronic equipment is repaired or replaced as needed.	Scholar Chromebooks and other electronic equipment are continually repaired or replaced as needed, with all actions documented in the equipment maintenance log.
M2.2	i-Ready school-wide assessment data. Percentage of scholars who are above, at, or below grade level.	During the 2023-24 school year, 25% of scholars scored in Tier 1 in math and 43% in reading on the EOY i-Ready assessments. Percent of scholars placed in Tier 1 during the EOY i-Ready assessment: <u>Math i-Ready 2023-24</u> Kinder- 41% 1st- 26% 2nd- 15% 3rd- 21% 4th- 27% 5th- 31% 6th- 41% 7th- 5% 8th- 8% <u>Reading i-Ready 2023-24</u> Kinder- 50% 1st- 48% 2nd- 35% 3rd- 47% 4th- 46% 5th- 36% 6th- 45% 7th- 21% 8th- 32%	During the 2025-26 school year, 23% of scholars scored in Tier 1 in math and 54% in reading on the Mid-year i-Ready assessments. Percent of scholars placed in Tier 1 during the Final i-Ready assessment: <u>Math i-Ready 2025-26</u> Kinder- 21% 1st- 13% 2nd- 18% 3rd- 18% 4th- 19% 5th- 29% 6th- 51% <u>Reading i-Ready 2025-26</u> Kinder- 37% 1st- 27% 2nd- 44% 3rd- 40% 4th- 21% 5th- 22% 6th- 49%
M2.3	PD Logs and Collaboration Notes	All staff members are provided 5 professional development days at the beginning of the school year. New staff members are provided 2 additional days at the beginning of the school year. Staff members are provided release time for professional development (e.g. induction, coaching). Additional days are provided throughout the school year.	Teachers and support staff participated in five professional development days at the start of the school year, with two additional days for new staff members. Teachers have been allocated time for coaching and classroom observations. Monthly professional development days continue to provide opportunities for grade-level collaboration. All professional development is documented in PD logs, and grade-level collaboration is recorded in collaboration notes.
M2.4	Data analysis Spreadsheets/PD LTEL reclassification tracking	At the beginning of the school year, all staff will receive support and training specifically on SDAIE tools and strategies. Necessary forms are provided to staff, and time for analysis of assessment data.	Teachers are continuing to analyze their assessment data during their monthly collaboration time.

Goal # Action #	Action Title	Action Description	Contributing (Y or N)	Implementation Level	Current Implementation Description	Mid-Year Expenditure
2.1	Chromebooks	LEA-wide: The school will purchase and upgrade supplemental technology including Chromebooks to ensure a 1:1 scholar to Chromebook ratio for grades K-6 as measured by metric M2.1. IT will monitor functionality of current technology and upgrade as needed as measured by M2.1.	No	Partially Implemented	Necessary purchases and repairs have been completed to maintain a 1:1 Chromebook ratio for scholars. IT staff continue monitoring and servicing devices to ensure ongoing access and functionality.	\$51,122
2.2	School-wide Assessments and Data Analysis	LEA-wide: Scholars will be assessed using i-Ready three times during the school year. School-wide assessment systems will align with standards and yield the best results for scholar success as measured by M2.2 and M2.4. Test results will be analyzed in order to inform instruction and support all scholars will meet academic standards, particularly, unduplicated scholars.	Yes	Partially Implemented	Scholars have completed both the first and second i-Ready diagnostics. Teachers review assessment results during monthly collaboration to ensure instructional decisions support scholar needs.	\$160,504
2.3	Professional Development and Collaboration	LEA-wide: Administration will continue providing professional development and collaboration opportunities to teachers and staff on curriculum, data-driven instruction, and effective use of technology to supplement instruction for ongoing yearly assessments, as measured by M2.3.	No	Partially Implemented	Monthly professional development and structured collaboration time continue to support teachers and staff in refining instructional strategies and identifying needed supports for scholars.	\$5,564
2.4	Language Acquisition Programs- PD Original: (30+ ELs) Updated: (30+ ELs; 15+ LTEL)	(Original) Limited: Administration will continue to support English Language Learners by providing teachers with training on structured English emerging programs that provide tools and strategies needed, including SDAIE strategies as measured by M2.4. (Updated) Limited: Administration will continue to support English Language Learners and Long Term English Learners (LTEL) by providing teachers with training on structured English emerging programs that provide tools and strategies needed, including SDAIE strategies as measured by M2.4.	Yes	Partially Implemented	Teachers receive ongoing support in implementing structured English language strategies to assist English Learners in developing proficiency.	\$9,823
2.5	Language Acquisition Programs for Scholars Original: (30+ ELs, Addressing Dashboard) Updated: (30+ ELs, Addressing Dashboard, 15+ LTEL)	(Original) Limited: English Learner scholars will receive support from General Education Teachers and Instructional Assistants; they are trained and coached in strategies provided by the ELD curriculum to support Tiers 1, 2, and 3 that are designed to promote EL proficiency and mastery of subject matter content as measured in M2.5. (Updated) Limited: English Learner and Long Term English Learners will receive support from General Education Teachers and Instructional Assistants; they are trained and coached in strategies provided by the ELD curriculum to support Tiers 1, 2, and 3 that are designed to promote EL and LTEL proficiency and mastery of subject matter content as measured in M2.4.	Yes	Partially Implemented	Teachers and instructional staff continue integrating ELD curriculum components into ELA instruction to support English Learners' language development and content mastery.	\$152,771

LCAP Mid-Year Update

LEA: Desert Trails Preparatory Academy

LCAP Goal 3: Ensure a safe and engaging school environment, focusing on positive behavior intervention support to solicit model scholar behavior.			
Metric #	Metric	Baseline	Mid-Year Outcome Data
M3.1	Facilities Percentage	100% of the facilities are well maintained.	100% of facilities are being maintained.
M3.2	Suspension Rate Percentage	Suspension Rate maintained at 1% or less.	The suspension rate is currently at 0%.
M3.3	Expulsion Rate Percentage	Expulsion Rate maintained at 0%.	The expulsion rate is currently at 0%.

Goal # Action #	Action Title	Action Description	Contributing (Y or N)	Implementation Level	Current Implementation Description	Mid-Year Expenditure
3.1	Maintenance of Facility	LEA-wide: Scholars will be provided a campus that is safe, clean, and well-maintained. The Administration and Lead Custodian will conduct frequent inspections of the facility to ensure site safety and functionality as measured by M3.1.	No	Partially Implemented	Administration and custodial staff conduct regular inspections to maintain a safe and clean campus. Identified issues are addressed promptly by custodial or district maintenance personnel.	\$402,793
3.2	School Climate and Culture: Suspensions	LEA-wide: The School Leadership Team will continue providing training for administration, teachers, and office staff on supporting scholars with behavior issues that involve scholar suspension and managing scholar expulsions, as measured by M3.2 and M3.3.	No	Partially Implemented	The Dean of Scholars continues providing staff training on behavior management to support appropriate responses to scholar behavior and reduce suspensions and expulsions.	\$2,817

LCAP Mid-Year Update

LEA: Desert Trails Preparatory Academy

LCAP Goal 4: Social-emotional learning and wellness of the whole child.			
Metric #	Metric	Baseline	Mid-Year Outcome Data
M4.1	Mental Health Services Offered (list)	Scholars are provided access to school counselors and the school psychologist.	School counselors, school psychologist, school social worker, CTRC, Care Solace, and SELPA provide scholars with the mental health services needed.
M4.2	Social-emotional Learning Support Professional Development	School counselor provides support for scholars, staff, and families SEL professional development training is provided to staff at the beginning of each school year.	The school counselor provides the scholars, staff, and families with social-emotional support. Planned SEL trainings are scheduled to be provided to staff to support scholar's academic and social skills.
M4.3	Parent Wellness Support Local Agencies	Services are provided as needed for families. Parents are provided with information regarding local agencies that provide wellness support.	Parents are provided services through the school social worker and SELPA.
M4.4	Attendance Records Scholar Information System	Attendance records are monitored periodically throughout the school year.	Through the scholar information system, the registrar and administration monitor scholar attendance on a daily, weekly, and monthly basis.
M4.5	Chronic Absenteeism Rate, Attendance Reports, Scholar Information System	The Attendance clerk contacts parents after monitoring attendance and identifying patterns of absences and reports to the admin to avoid scholars becoming chronically absent. In respect to our Scholars with Disabilities, the same protocol is used in addition to the administration and attendance clerk consulting with the scholar's case carrier/manager.	The Attendance clerk contacts parents daily to track patterns in absences. The Attendance clerk reports their findings to administration to avoid scholars becoming chronically absent.

Goal # Action #	Action Title	Action Description	Contributing (Y or N)	Implementation Level	Current Implementation Description	Mid-Year Expenditures
4.1	Counseling, Social Worker, and Scholar Support Services	LEA-wide: Administration, school counselors, and school social workers will provide social-emotional support to scholars (including Unduplicated scholars) with behavioral and social needs by addressing barriers that limit scholars from receiving the full benefit from their educational experience as measured in M4.1.	Yes	Partially Implemented	Administration, school counselors, and school social workers collaborate to provide targeted social-emotional support to scholars, including Unduplicated scholars, to address barriers that impact their school experience	\$108,887
4.2	Social Emotional Learning	LEA-wide: Administration will provide all staff with professional developments on social emotional learning curriculum and various other forms of social emotional learning for scholars throughout the school year as measured in M4.2.	No	Partially Implemented	Professional development on social-emotional learning is planned to strengthen staff capacity in supporting scholars' academic and emotional development.	\$2,029
4.3	Parent Wellness Support	LEA-wide: Through referrals from school administration, parents, teachers, and others the school social worker will respond by providing direct services and by assisting families in accessing appropriate community resources to support parent and scholar needs as measured in M4.3.	No	Partially Implemented	Administration, teachers, and the school social worker collaborate to connect families with needed resources and support services.	\$13,131
4.4	Attendance Monitoring	LEA-wide: Office staff will monitor attendance on a weekly basis throughout the school year using the scholar information system, Aeries as measured in M4.4.	No	Partially Implemented	Office staff monitor and verify attendance daily, with weekly reports reviewed to identify and address emerging patterns of absenteeism.	\$4,283
4.5	Chronic Absenteeism (Addressing Dashboard; ATSI)	LEA-wide: Director of School Development or proxy will contact parents to address scholar chronic absenteeism, especially scholars with disabilities, to understand why the scholar is excessively absent. Parents are allotted independent study contracts to negate absences as measured in M4.5.	No	Partially Implemented	Administration monitors scholar attendance closely, with particular attention to scholars with disabilities. Independent study contracts are provided when necessary to prevent the accumulation of unexcused absences.	\$7,529